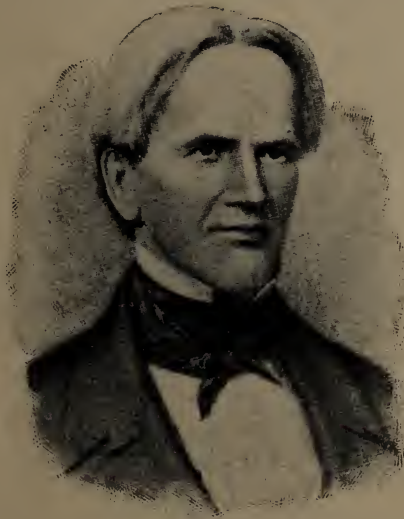


The Annual
School Report.



FRANKLIN
MASSACHUSETTS
1900



ANNUAL REPORT
OF THE
SCHOOL COMMITTEE,
....OF THE....
Town of Franklin,
MASSACHUSETTS,
FOR
THE YEAR ENDING JANUARY 31,
1900.

COMMITTEE:

WILLIAM A. WYCKOFF,	Term Expires March, 1900
FRED P. CHAPMAN,	" " " 1901
AMBROSE J. GALLISON,	" " " 1902

E. D. DANIELS, Superintendent.

Report of School Committee.

GENTLEMEN OF THE SCHOOL COMMITTEE :

In accordance with a time honored custom, and at the behest of the State Laws of Massachusetts, I submit to you, and through you to the citizens of Franklin, the ninth annual report of your Superintendent of Schools. In the first place I wish to thank you for your loyal support of the schools, and for the sacrifice of time and leisure for which the majority of you receive no compensation whatever, except the consciousness of a duty well done. The report is both a history of the past year and a program for the future. It deals primarily with the schools, and its scope is the limit of the schools' influence. The jurisdiction of the public schools is approximately thirteen years. The influence of the school ends not with the life of the individual. The school is not a preparation for life. It is life, and enters in different degrees into all life's relations. Hence the sphere of such a report is the limits of life. The public school is not separate from, but a resultant of, and ought to stand in intimate relation with, the family, the church, society and the state. The duty and privileges of the latter two end not with appropriating taxes for the public schools. Neither can the former two be in any sense opposed to the schools without serious harm and loss to both themselves and the schools. Indeed the time is coming when the schools, public, private, sectarian, the church and all forces that tend to lift man above a brute existence must work in perfect harmony. Because of the local conditions and the presence in our midst of other schools offering together all grades of instruction, the public schools must enter into relation with

them. The relation desirable is the friendly rivalry to excel. To attain that excellence the public schools must receive more liberally in the future the public the money, and inspiration of your visits and criticisms.

In recording the history of last year's progress, few conditions below the Horace Mann are in themselves worthy of note. No experimenting with untried methods has been done. All the schools are in as good or better condition than that of last year, with the exception of the City Mills school. The condition here arises from the lack of technical training on part of the teacher, and not from the want of devotion or interest in her work. During the winter term the resignation of Miss Emily F. Morse, for many years a most helpful teacher at the Arlington school, was received. Miss Mabel Gilmore was appointed for the remainder of the year. In spite of one or two serious mistakes arising wholly from inexperience, her work was excellent. Nevertheless it did not seem wise to the school officials to appoint to a permanent position in so important a school one with no professional training. Miss Margaret M. Sullivan, a graduate with honor from the Horace Mann and from Bridgewater Normal, was elected to this position. The election has not given satisfaction to all. Nevertheless it was both merited and just; merited because of the higher scholarship of the appointed; just, because of the two years of scientific preparation at Bridgewater Normal and one year of successful service at the City Mills school. Teaching is much more than imitating. In view of the diversified foreign elements in the room, the school is in good condition, which alone justifies the vote.

In June one of the teachers in the Wm. M. Thayer School was not re-elected. Her successor, Alice H. Fernald, a graduate of the Worcester High and Normal, is having excellent success in thorough, honest service. It is not the show-exercises that count in a true education, but daily faithfulness and truth-living.

Education, even in the lowest grade, is far more than entertainment, however pleasant that may be. The first years are critical, not only to lay the foundations for all sub-

sequent growth, but what is more important, to give the right bent to the pupil's mind. In all our grades there are pupils from destitute homes, pupils both dirty and vicious. It is not a part of a true teacher to endeavor to force them from the school, but by her own excellence and conduct raise such pupils to higher living. In September, owing to the crowded condition in Miss Connor's room, it seemed best to assign some ten of her pupils to Miss Fernald. In one room there were fifty-two and the other twenty-two. This was not an even division of labor. Later this same term the numbers in Miss Fernald's room had so increased by the addition of pupils newly arrived in Franklin that the class assigned to her from Miss Connor's room was again returned to Miss Connor. This changing during the year is very unsatisfactory to teachers, superintendent and parents. There is but one satisfactory remedy—another teacher. This of course means additional expense for the taxpayers, but as the town, and especially Unionville, grows we shall have to face the question of one or two additional teachers for next year. Better results can be attained in classes of not over thirty pupils. Many superintendents plan to assign but twenty to a teacher. Many of our rooms enroll over forty-five and a few over fifty pupils.

Last June one other teacher had not given perfect satisfaction, but after a long delay it seemed best to continue her services.

It is an oft-repeated truism that the future of Franklin is in her schools today. If the town is to attain greater prosperity in the future, if the sons are to maintain that which the fathers so well began, great is the obligation resting on the teachers. Teaching is at best thankless service, and the salary is in no sense an adequate compensation for the faithful teacher. The salaries paid to the Horace Mann teachers compare very favorably with the average salary in the State; that of the lower grade teacher does not, and while I plead for an increase in their pay I would also urge the encouragement of more frequent visits and of uttered approvals on your part.

The Monday evening teachers' meetings have been continued with increased attendance and interest. The subject this last year has been Herbart.

At the fall meeting of the New England Superintendents' Association, Superintendent Balliet of Springfield, speaking of the enrichment of the grammar schools, indorsed the plan followed in the Horace Mann for the last two years in substantially such words: "Where the local conditions of distance and number of pupils per room are right the best interest can be conserved by the elimination of the eighth and ninth grammar grades as such, and by the consolidation of these pupils in one building as an integral part of the High School." It is gratifying to know that our plan, opposed by a few unthinking ones, is advocated by this, the ablest superintendent in Massachusetts.

In the first and second forms of the Horace Mann the work this year has been similar in scope to that of last year. In the first, Mr. Wilkins' room, the foreign language study is elective. At the beginning of the year all the pupils voluntarily chose either Latin or German. To avoid repetition and delay the new arrivals have been denied this choice. The only serious opposition to the plan arose from those who understood neither the plan, the educational value of the different subjects nor the possibilities of child life. The use of any language, even the mother tongue, is artificial and imitative. It is very difficult to attain habitually correct usage. The mastery of English, composed as it is of so many foreign elements, is aided by the study of another language. A study of the child's mind has recently revealed that the two epochs in life best adapted for acquiring speech are in infancy and pubescence. If at the latter age the demand of the child's mind is not satisfied by suitable courses of study, children invent for themselves a secret language. Such a condition existed in the room three years ago and infected the minds of nearly all the children. Without discussing the question from a moral standpoint, it did reveal a craving on the part of the children's minds not satisfied by the course. The principal arguments, however, for foreign language study are its disciplinary value, if rightly taught, and its aid in the mastery of perfect English. The habit, also, of looking intently at words and sentences is of great value.

In view of the above it is instructive to witness in a larger way what is being done elsewhere, to compare the relative importance of the studies that are standing the test of experience, not merely in Franklin or Massachusetts, but in the whole of the United States.

In the Educational Review for October, 1899, Professor West compiles from authentic statistics the following for the period from 1889—1898 :

STUDIES.	PER CENT. OF INCREASE.	ENROLLMENT IN SECONDARY SCHOOLS.
Latin	174	1889-90,
History (except in the United States)....	152	
Geometry.....	147	297,894 pupils enrolled.
Algebra.....	141	
German.....	131	1896-98,
French.....	107	
Greek.....	94	554,814 pupils enrolled.
Physics.....	79	
Chemistry.....	65	Gain, 86 per cent.

By secondary schools is meant High Schools and Academies of corresponding grades. The number of pupils have increased 86 per cent.; the number studying Latin 174 per cent. The so-called practical studies—physics and chemistry—have not even held their own, but have fallen behind 7 and 13 per cent.

Again, you admit that foreign language is good, but do not wish your child to study it. We follow in questions of health the expert physician's advice, in things spiritual the pastor's, but in things educational, where vital interests also are at stake, we are slow, very slow to yield our own whims to the judgment of experts in matters of education.

In the higher forms of the Horace Mann we were very fortunate to secure the services of Ruth E. Hubbard, a graduate of Boston University, who had also taught two years. Her success is most gratifying. She is progressive and thorough in her work and very loyal to all that is best. The work in her departments—mathematics and commerce—is of a very high standard. Miss Anne L. Judd, a graduate of Wellesley College '99, was also secured. Her specialty is the German department and also as instructor in history. Her success and

loyalty to the school is most commendable, especially when you realize that for months she received no salary whatever from the town. By means of her services we were enabled to divide the lower class, numbering thirty, into two divisions. This division is eminently wise. Pupils differ not so much in their choices as in their power of thinking quickly and deeply. It is unjust to retard the bright ones because of the slower, or to crowd the slower ones and permit them to skim over the work, mastering none. It also permitted more systematic work in English and the extension of this course to all classes. This department is in charge of Miss Whiting, and, though it is still experimental, it is in parts very fine. The work in history is closely allied with English, and is now taught in four years instead of two.

Stunted and dwarfed are the minds of our boys and girls when they leave school at the end of the grammar grade with a knowledge, insufficient at best, of only American history. "It must be said that he who knows only American history does not at all know that history," much less teach it. "The profounder our study of ourselves," says Professor Sloane, "the stronger will grow our conviction of the organic relation between our own history and that of the world." "American history is in the air—a balloon sailing in mid-heaven—unless it is anchored fast to European history. It is no more true to say that American history began in 1492 than it is to say that a man's life begins when he goes into business for himself. A new stage of development in each country is marked by these events, and the development of Europe on the New World soil is but a corresponding one. America, like Europe, is an heir to all the ages, and the American boy has a right to enter into his inheritance. A man with this lack of preparation may enter Congress and legislate on financial matters in absolute ignorance of the history of finance; he legislates on labor questions with no knowledge of the agrarian difficulties at Rome, the peasants' rebellions of the Middle Ages, or the national workshops of Louis Blanc. He legislates gold standard educators out of office in the West and silver advocates in the East, not knowing that for four hundred years Luther and

Warburg have stood for the independence of judgment and the search for truth. Not only is he lacking in the actual knowledge that history affords, but he lacks still more that mental training that history gives in analysis, comparison, classification, and in holding the judgment in suspense until all sides of a question have been presented."

In the report of last year your superintendent at some length discussed the advantages of manual training and recommended its adoption. I am sure that sooner or later it will come. It is for you to decide whether it be this year or not till later. It is no new or untried plan. Below is a summary of the advantages gained by manual training after a trial of the system for twelve years in St. Louis:

- (1.) Larger classes of boys in grammar and high school.
- (2.) Better intellectual development.
- (3.) More wholesome moral education.
- (4.) Sounder judgment of men and things and living issues.
- (5.) Better choices of occupation.
- (6.) Higher degree of material success, individual and social.
- (7.) The elevation of many of the occupations from the realm of brute unintelligent labor to positions requiring and rewarding cultivation and skill.
- (8.) The solution of color problems.

Further, a room in the basement of the Horace Mann could be fitted up, or at even less expense a room at the Nason School could be used. The total expense for benches, tools, materials and the services of an expert teacher could be kept within \$900.00 for the first year, and subsequent expense would be but little more than the teacher's salary.

"A keeper in Sing Sing prison was asked how many of the prisoners had been trained to any useful trade or business. His reply was: 'Not one in ten.'

"John Adams when a boy did not like Latin grammar, and wanted to stay away from the academy; so his father set

him at ditching on the farm. After a day or two he was willing to study Latin. His father proposed work at home or work at school. The result of such training made him one of the pillars of the republic and the successor of Washington as President of the United States.

"The early life of eighty-eight of the leading men of Springfield, Mass., was inquired into, and it was found that only five were not in early life trained to regular manual labor. Nearly every one had been a hard-working boy."

There are some eleven high schools in Massachusetts reporting courses in rhetoricals and five with courses in elocution. The Horace Mann is one of the five. This demands eight periods a week of one assistant's time out of a possible thirty periods. The value of such a course is seen in the excellency of the graduation last June and in the improved health and better bearing of the pupils. Without a sound education as a basis, such courses lead to superficiality and insincerity. As a complement to severe and protracted study it is one of the very best courses offered in the school. Personally we should be very loath to omit it from the school, but its continuance and the maintenance of the other departments at their present high standard demands the present quota of paid teachers. In the best high schools the principal does but little teaching. His time is of more value in inspecting, suggesting and directing the other teachers. In a neighboring town, where the principal is also superintendent, he has but five periods a week of teaching. In Franklin the principal had thirty periods last year, and this year twenty-three teaching exercises per week. The assistants could also do more effective work if they had one period a day free. At present all the assistants except Miss Judd are at work each period. In September the principal had five more open periods a week, which were used for the greatest advantage in organizing the school. This is in no sense a complaint at the amount of work, for the principal enjoys teaching, but it is not a wise or an economical use of his time.

My manufacturing friend tells me: "There are many kinds of cotton waste—nearly fifty." When he talks about

cotton waste I cannot understand what he means until I know all that he knows about cotton waste and in just the same way. Again, the expert electrician, while discussing his occupation, is "talking all Greek" to me unless I am as expert in electricity. This law is true of all branches of knowledge. To understand or appreciate a teacher one must have taught. Criticism is the act of comparing given results with the standard. Only one who has mastered the standards can rightly criticize. Any one can find fault, but rarely is it just or helpful. A little knowledge is dangerous unless that little leads the possessor to strive for more. I read Kant's "Critique of Pure Reason," perhaps the hardest book to understand ever written, an hour, a day, a week, a month without understanding any of it and throw the book away in disgust. I have not criticized the book, but it has weighed me in the balance of pure reasoning and found me wanting. I read "David Harum" a minute, an hour, five hours. The book is finished and found delightful. Again I have not criticized the book, but the book has weighed me and found in me a sense of humor, of justice and of duty. So in life the acts we criticize are silently weighing and placing us.

Again, criticism to be helpful must be given in a kindly spirit and received as such. I feel that I have been of much more assistance to the younger teachers simply because they held their minds in a receptive attitude, while some of the more experienced teachers, hedged about with former successes, have repelled such help. Indeed, one teacher, criticized by an official because of a trivial mistake, lost her temper. Can such conduct be evidence of a desire to improve and a high consecration to duty?

"Do the teachers complain of the work?" Yes, some who are not prepared for the grade or quality of the work. "Is the work too hard?" You wish for a good high school, of a rank comparable to the best in the State. That can be attained only by paying the cost—self-denial and hard study. The average student cannot devote much time to social amusements without serious loss; or, if he is fitting for the better colleges—Harvard, Yale or Radcliffe—without the failure of "conditions."

Below are statements from the principals of three of the best schools in Massachusetts. Compared with them we are deficient in both quantity and quality.

The following opinions are received in reply to a letter containing these questions :

(1.) How many subjects requiring home preparation is the greatest number that ought to be taken at one time in the various years of the high school course?

(2.) What is the maximum number of periods of forty-five minutes per week requiring preparation that ought to be exacted in the various years?

MOSES MERRILL, Boston Latin School.

In the early part of a four years' course the preparation of two lessons or subjects may be reasonably required for home study. Later on three may be required, but the tasks should be somewhat shortened. Not more than three hours' study should be expected.

On the above basis twenty periods of prepared work may be required during the greater part of the course—one lesson to be learned each session in school. The foregoing answers are based on the supposition that your questions relate to a session of five hours for five days a week, and to boys and not to girls.

PRINCIPAL D. S. SANFORD, High School, Brookline, Mass. :

It is the rule in our school to require fifteen recitations of prepared work. The average student is probably carrying eighteen periods of prepared work, and in addition to this the attention devoted to art, music and physical training gives him an aggregate of twenty-four exercises per week. In a circular letter sent to the parents this fall we stated that the school demanded the following amount of home preparation for the various classes :

Fourth class, one and one-half to two hours ; third class, two to two and one-half hours ; second class, two and one-half to three hours ; first class, two and one-half to three hours.

PRINCIPAL FRED W. ATKINSON, High School, Springfield, Mass. :

By reference to our courses of study you will see that your first question cannot be answered in a general way. The number of subjects requiring home preparation should vary with the strength and ability of the individual pupil as far as a public school course can allow. In this school parent, pupil and principal concur in deciding what the work of each pupil for the year shall be, as you can see from the inclosed blank card filled out by each pupil at the beginning of the school year. On page 7 of "Courses of Study" you will find a more detailed answer. For the average pupil two and one-half or three hours of home study daily after a single school session are sufficient.

Our recitation periods are forty-five minutes long, and the minimum number of prepared recitations a week in the four years is as follows: First year, fourteen and one-half; second year, thirteen; third year, fourteen; fourth year, fifteen. In each year two more hours of either unprepared or prepared work are required in addition to the above required hours. This allows the average pupil to elect music, drawing, singing, if desired. Most of our pupils carry more hours of work than this minimum, and the maximum is decided by the strength and ability of the pupil, as mentioned above.

Journal of Education.

Years ago a boy visited a bookstore kept by an old man in New York. The aged salesman took unusual interest in the boy and showed him many quaint and rare volumes. One day he said to the boy: "What do you intend to do when you are a man?" Startled by the unexpectedness of the question, the boy replied, without thinking: "I wish to do good." "Go on, my boy," the old man said; "prepare yourself to do good. Do it, but don't expect to have many friends." The boy grew, passed through school and college and was trained by difficulties to be self-reliant and to do his own thinking regardless of cost. The advice and prophecy of the old man

unconsciously went with him. It is pleasant, very pleasant for any servant, though he be an official, to have the uttered approval of those whose interests he serves and conserves. But such approvals are accidental and temporary. There are higher obligations resting on a school superintendent than mere personal popularity with any class, be it ever so favored. Last spring it was the plain duty of your superintendent not to recommend the election of a certain teacher. The duty was plain and it was performed.

The superintendent begs to state that he has never recommended for non-election or dismissal any teacher for any other motives than for the good of the schools. Incompetency and unfaithfulness cannot be tolerated. No one has any moral right to teach or wish to teach in the public schools unless he can be perfectly loyal to all the interests of the public schools and their officials at all times and in all places. No one can honestly serve the public schools for five hours, and other interests, be they ever so attractive, nineteen hours a day.

Formerly the three r's—reading, (w)riting and (a)rithmetic—were considered enough for a fit education. The world has grown much wiser. "New occasions teach new duties." These narrower limits for education are passed. But for the perfect man the modern three r's in education are also deficient. For our nervous life refinement, reserve and repose are recommended as a standard by certain self-appointed leaders who, attaining success, wish to deter others. And smaller souls imitate what they fail to understand. Such a standard for ideal manhood is incomplete. As a supplement to right living in an age when all are in all points equally free they are ornamental. But as long as there is any inequality in life or character or rank they are pernicious. As long as any man is in bondage financially, politically or socially to another fellow-man they are harmful and tend to increase rather than relieve such a bondage. Recall the great servants of the past—men who, catching a far-off glimpse of the truth, were willing to risk their all for that truth; men who have been the real benefactors and leaders of the ages. Do you speak of the refinement of Luther, of Columbus, of Abraham

Lincoln, of Moody? The smallness and roughness of the man is lost sight of in the greatness of the mission. Do you think of the reserve of Christ, of Peter, of Loyola, of Booker T. Washington? The energy, the devotion to duty, the love for fellow-man led these heroes in their times to overstep the artificial barriers of a nice but degenerate propriety. Do you weigh the repose of Michel-Angelo, of Cromwell, of Garibaldi, of Garrison? No, eternally no. Art in its place is good. I believe in it and in art education, and have welcomed heartily elementary courses in the schools. Their chief end in the school is not the beautiful, but to interpret and make more attractive the good. As a complement art adorns life, but it never can take the place of truth and right. "No one, indeed, can successfully uphold the idea that a high development of art in any shape is of necessity coincident with a strong growth of religion or moral conviction. Perugino made no secret of being an atheist; Lionardo da Vinci was a skeptic; Raphael was an amiable rake. And those who maintain that art is always the expression of a people's religion have but an imperfect acquaintance with the age of Praxiteles, Apelles and Zeuxis."

Will these art standards—refinement, reserve and repose—implanted in the hearts of our youths develop them into men who through faith subdued kingdoms, wrought righteousness, quenched the violence of fire, out of weakness were made strong, waxed valiant in fight, turned to flight the armies of the aliens? Are there no contests today demanding loyalty to truth and a courageous honesty without guile? What of ignorance, of poverty, of intemperance, of sin? All life that thinks and feels has been and can continue to be only as the product of struggle and pain. Teach the youths, then, to endure hardship like a good soldier. These standards, essentially selfish, are but a half-truth, and to hold such ideals only before the youths for their imitation is to rob them. Meanwhile the greater ends of truth, of loyalty to duty because it is duty, of service to mankind, are all forgotten and untaught. In a somewhat varied experience of twenty years I have never met a person professing such standards for his life who was

essentially honest. The idea that grace of body must breed real grace of spirit or life is false. The world has witnessed the great crime perpetrated in the name of justice—the Dreyfus trial—by that nation graceful, polite—aye, the very arbiter of the world's elegance. Then, in place of these half-truths I would nail to the mast as right ideals for the public school to instil into youthful minds—sense, sincerity and service. Sense, that an economic use of public funds demands that youths be trained in the public schools in the special courses for which they are best adapted; that it is wrong to spoil a good mechanic to make a poor minister; that manual labor is both noble and ennobling; that it is our duty to teach the youths to reverence home and to fit themselves for its duties and privileges. Sincerity, that honesty, unswerving honesty—though it be an old-time virtue—is the greatest end; that to fail honestly is better than to win dishonestly; that a lean purse and an honest heart is better than a full purse and a dishonest heart; that riches, social position, fame, power are as nothing compared with honesty. Service, that the chief end of man is not to see how many lives he can make contribute to his happiness; not how much of that which the world calls good he can win for himself and wrest from others; not how far he can lift himself up by thrusting others down; not how exclusive he can be, but how broad and inclusive his help may become; that the individual may choose for himself without fear or favor not to be ministered unto, but to minister and to give his life for others; that though he has all knowledge and all wealth and all power and has not the charity that leads to service, he is nothing but a clog in the great world's progress; that living for self he dies with self, but living honestly to serve—not his friends merely, but mankind—his influence shall go on unendingly through the ages yet unborn.

“ Love thyself last; cherish those hearts that hate thee;
Corruption wins not more than honesty.
Still in thy right hand carry gentle peace,
To silence envious tongues. Be just and fear not;
Let all the ends thou aim'st at be thy country's,
Thy God's and truth's; then if thou fall'st,
Thou fall'st a blessed martyr.”

Respectfully submitted,

ERNEST DARWIN DANIELS, A. M.,

Superintendent 1893—1900.

REPORT OF CHAIRMAN OF SCHOOL COMMITTEE.

TO THE CITIZENS OF FRANKLIN :

Since the duties of the School Committee have almost wholly to do with the financial part of the school business, your committee have deemed it wise this year to only call your attention to that part of the school work, leaving the report of the schools as a whole to the superintendent.

The town appropriated for the support of schools last year thirteen thousand eight hundred dollars (\$13,800) ; we have received from the State, dog licenses and tuition from scholars outside the town about one thousand and sixty dollars (\$1,060), making a total of fourteen thousand eight hundred and sixty dollars (\$14,860) placed in the hands of your committee to be used for school purposes.

We have expended for teachers' salaries, fuel, repairs, janitors, transportation, etc., fourteen thousand eight hundred and fifty-five dollars (\$14,855). For the various items of these expenditures we respectfully refer you to the report of the town treasurer.

ESTIMATES AND RECOMMENDATIONS.

In the near future the school at Unionville will be very much larger than at present, owing to the increase in business in that village ; that being the case, it will be necessary to have an assistant teacher for that school. We therefore recommend that the sum of fourteen thousand one hundred dollars (\$14,100) be appropriated by the town for school purposes this year.

The furnace in the William M. Thayer school building is very much out of repair and allows the gas to escape into the schoolrooms. We have stopped the leakage of gas to some extent, so that the furnace will probably run this season ; but next summer it will have to be thoroughly overhauled and

repaired. The Smead Furnace Co. have examined the furnace and estimate that it will cost two hundred and fifty dollars (\$250) to put it in good repair. We therefore recommend that the town appropriate two hundred and fifty dollars (\$250) for that purpose.

At a previous meeting the town voted to name the School Street schoolhouse The William M. Thayer School, and also to name the high school building The Horace Mann High School. We therefore would recommend that the town appropriate one hundred dollars (\$100) for the purpose of lettering those buildings, and place the direction of such work in the hands of the School Committee.

As it is very probable that the schoolhouse at South Franklin and also the Northwest schoolhouse will never again be used for school purposes by the town, we therefore recommend that they be sold.

Respectfully submitted,

AMBROSE J. GALLISON,
For the Committee.

REPORT OF COMMERCIAL DEPT.

FRANKLIN HIGH SCHOOL.

TO THE MEMBERS OF THE SCHOOL COMMITTEE:

The report of the commercial department will of necessity cover only the time since my official connection with the school.

The work of the last term has been as follows: A senior course in phonography, five hours a week; junior courses in bookkeeping, ten hours a week, and in commercial arithmetic, five hours a week. Toward the end of the fall term a course in economics or political economy was substituted for

commercial arithmetic. This will include a glance at economic history, study of the processes involved in the production, distribution and exchange of wealth, and the teaching of the historical development of such processes with a view to the understanding of present industrial conditions.

Recently, also, a new course in bookkeeping has been introduced, one which, this last autumn, has been placed in the Boston high schools.

It is as practical as a system can be outside of the business where it is used. Printed bills of goods, orders and vouchers of all kinds pass through the students' hands; entries are made from them and they are then filed or otherwise properly disposed of. It is believed that the painstaking student cannot fail to obtain from this course a practical knowledge of the principles of double-entry bookkeeping.

Concerning the course of study in the commercial department I desire to say a few words. I would earnestly recommend that the technical work in bookkeeping and phonography (so long as these courses are, as at present, one year in length) be preceded by two years of study similar to that arranged for students who are pursuing other high school courses, including history, mathematics and a maximum amount of English.

The thoughtful person must, I believe, recognize the importance of such requirements. A few years ago the business world was flooded with stenographers atrociously ignorant except in the mechanical knowledge of shorthand and typewriting. Then came a reaction; business men demanded assistants with mental development sufficient to enable them to use judgment as well as mechanical skill in the office, and the salaries of many stenographers already in the field fell to less than six dollars a week.

The high schools responded to the new demand, and are now turning into the business world young men and women who have a high school education besides the technical training of their special department. Of high schools offering a commercial course, the Central High School in Philadelphia is an acknowledged leader. In that course English, history, mathematics (algebra, geometry, trigonometry) and modern

languages occupy a prominent place. Stenography and bookkeeping are two-year courses. In Worcester, Mass., also, the study of English appears in each of the four years and mathematics and history in the first two; stenography appears in the second, third and fourth years of the course, and bookkeeping in the third and fourth.

Shall not we aim to graduate from the commercial department—as we do already from the other high school courses—students who, first of all, know how to use the English language correctly, both orally and in writing; who have a “speaking acquaintance” with the great events in the world’s history, and who have had some discipline in those studies that specially strengthen the reasoning faculty?

Respectfully submitted,

RUTH ELIZABETH HUBBARD.

REPORT OF ENGLISH.

During the past few years the subject of English in secondary schools has been thoroughly discussed by almost every educator in the land. Higher institutions of learning have sent forth an appeal for better English courses in the lower schools.

We are confronted with two questions: What is the aim in the study of English? and, How shall we reach this end?

One writer has said that “the beginning and end of the study of literature is to open the mind to beautiful thoughts.”

“All our dignity consists in thought.”

“A man is as his ideals.”

The study of literature inspires the pupil with noble ideals of conduct and of beauty, and thus develops character.

With this end in view, last September the course of English in the Horace Mann High School was remodelled. The study now extends throughout the entire course, with three recitations a week.

During the first two years we aim to enrich the pupil's vocabulary, to create a taste for the good and the beautiful, and to enable him to use simple, correct English in speaking, as well as in writing. During this period ideals and models are furnished by Whittier, Longfellow, Irving, Franklin and Hawthorne. A short course in the study of the great artists is also offered.

During the last two years we seek to cultivate and to develop the moral and æsthetic sense. Literature, ever ready with her noblemen, gives us further ideals in Lowell, Burke, Macaulay, Webster, Chaucer, Shakspeare, Milton and Tennyson.

Besides the regular work a supplementary graded course of reading has been prepared. Each pupil writes a report of what he reads.

Little if anything can be said of the result. The teacher of English must have faith and wait for the progress of years. Oliver Wendell Holmes says that in order to be a good English scholar one must have had three grandfathers who spoke good English. If this thought is considered from the standpoint of a fellow-teacher who remarked, after a discouraging hour spent with an English class, "Have good courage, you may be starting one of those grandfathers," the instructor will feel a new strength and put more zeal and patience into those hours when, with his pupils, he struggles with the complexities of the mother tongue; the horizon will widen and a new light dawn.

"Let us labor, then, to think well; that is the principle of morality."

Our individuality is the result, more than we realize, of circumstances and of influence. Our natures respond to impressions made upon them. Much depends upon the air we breathe, the environment by which we are surrounded.

Many pupils end their school days upon leaving the high school. It is for this institution, therefore, to furnish a pure atmosphere and to create a healthful environment which shall develop and make strong the lives which are soon to go forth and take their places in the world.

GRACE C. WHITING.

REPORT OF SUPERVISOR OF DRAWING

The following report of the drawing in the Franklin schools for the past year is respectfully submitted :

The aim of drawing in our public schools is not to make artists of average students, but rather to cultivate the powers of observation, appreciation, imagination, accuracy, reasoning and last, but not least, the ability to represent.

The work of the primary grades includes form study, modeling and paper-cutting. Brushes and ink have been used very effectively for nature-drawing and composition.

Simple perspective rules are begun in the intermediate grades in connection with model drawing ; and magazine illustrations, etc., are studied to find these rules applied. Color boxes have been furnished for two of the buildings, and add much to the pleasure of work in design as well as from nature.

In the high school we have some effective landscape work in monochrome—blue or black—designs for plaids, for iron-work and for initial letters.

Figure-drawing, wherever we have attempted it, has met with much interest on the part of the pupils and some very good results.

The work of the teachers' class last spring was very satisfactory, and at their request it was continued for awhile this fall, besides the regular teachers' meetings.

In all the grades the work seems to compare favorably with that of previous years, and in some I see a decided gain. The lesson periods are often too short for completing work. Especial care should be taken to have materials ready before the lesson. I should suggest more drills on terms used in drawing and in finding measurements.

Limited funds are a drawback in many ways. More casts are needed for charcoal drawing, more and better instruments for mechanical work, and books and plates on historic ornament, without which the best work in design cannot be obtained. The primary schools are without colored paper for cutting and color study.

I wish, also, that we might have the Perry pictures for study and to illustrate art in correlation with history and geography. A few of the teachers are using these pictures, but I think at their own expense.

I think each pupil might begin in the lowest school to fill a little portfolio of his very own. For four cents a year he might have at the end of his course at least fifty of the best pictures, a knowledge of some of our greatest artists and of how to judge a picture.

Goethe says that every one should contrive each day to hear some good music and to look at a beautiful picture, as well as to speak a few sensible words. Surely if the great classics in literature are worthy of study, so also are the classics in art, for "Art begins where literature ends."

ADRA R. MASON.

REPORT OF THE SUPERVISOR OF MUSIC

The supervisor of music would present the following report:

The usual amount of time and attention has been given to music during the past year and many excellent results have been obtained.

Holidays have been observed by the selection of songs appropriate to each occasion. On Parents' Day each grade represented the methods employed in its individual room. The sixth and seventh grades furnished special music for Memorial exercises in May. The music rendered at the graduating exercises of 1899 by a chorus selected from the high school was worthy of special mention.

The seventh and eighth grades were prepared in September for the music used in the ninth year, and it was arranged that daily drill be given in the high school room, uniting these classes. This is a success and a steady improvement has been seen. The fourth, fifth and sixth grades are doing excellent work and have a much higher rank than in previous years; this may be due to new methods and plans of the supervisor.

In the primary classes the work is not as uniformly advanced; owing to sickness some have made less progress, while others have already gained about two months, which is unusual. The children are eager to do individual singing, and each voice is heard by the supervisor several times during the year.

Many beautiful songs have been taught. Special note is made of the sweetness of voice and correctness of expression. Examinations have been given during the year by varied methods.

December 22 the friends were invited to see and hear all branches of study. Choruses, quartettes, duets and solos were rendered, indicating the care devoted in this direction that the mere *reading* of music should be but the means to the end.

Regular teachers' meetings have been faithfully attended. The director would extend her thanks to the teachers and superintendent for their ever ready support.

Respectfully submitted,

MRS. LIZZIE TREEN HOSMER.

January 12, 1900.

REPORT ON EIGHTH GRADE.

JANUARY 19, 1900.

TO THE SCHOOL COMMITTEE AND PARENTS:

The course of study in the eighth grade remains the same with the exception of an additional study—German—which has been introduced as an elective instead of Latin.

The aim has been to give a practical turn to all lines of work. In arithmetic and geometry especial attention has been given to actual examples in business life. In history an attempt has been made to study all questions from the "world-state" point of view, to efface narrow and selfish conceptions of historical accounts and to teach independence of thought. In all other studies as well, effort has been made to develop original thought, to lead out and strengthen individual traits of mind and character, and to give each pupil sufficient confidence to judge his work effectively and accurately.

The school life up to this time has been *formative*, largely, and dependent on authority, while this grade seeks to transcend this idea and to *inform* and to grant freedom of thought and action. In most cases the change produces good results.

There are two hindrances to good work in the grade:—
(1) The withdrawal of many pupils (over 14 years of age) who consider that they have finished(?) their education; (2) the many absences of this class of pupils who are excused by law from further attendance. Irregularity of attendance and lack of study caused thereby will demoralize any school.

As a whole, the work is progressing favorably, the interest is intense and there is a *healthy* development. To maintain this standard the pupils must have *plenty of sleep*, have regular habits and give *less* attention to outside amusements which waste their time and energy.

The question for *every* parent to decide is—whether his child shall become a well-balanced, healthy, moral citizen, or a spineless, society creature without aim or ambition. The school alone cannot do this work.

An educated person is one who sees the *relative value* of all things.

Yours, respectfully,

FRANK H. WILKINS, A. B.

THE WM. M. THAYER SCHOOL.

TO THE MEMBERS OF THE SCHOOL COMMITTEE, FRANKLIN:

At the opening of the school year in September it was most gratifying to the teachers to note that the interior of the William M. Thayer School had been receiving the attention of the committee on repairs. Although the rooms were put in much better condition than they have been in a number of years, very much yet remains to be done before they will present a cheerful and attractive appearance.

I desire in a few words to call your attention to the most important needs of the building. The floors and blackboards are in such poor condition as to need replacing. Besides this all the woodwork in each room should have two coats of paint. The ceilings in some of the rooms need repairing and the walls ought to be tinted with some soft color that would form a good background for pictures. I would recommend some means of lighting the upper rooms, two cabinets for the primary and sixth classes, and a closet for the drawing materials.

It would add much to the happiness and well-being of the pupils and teachers if the rooms were adorned. Teachers are realizing the power of a beautiful picture in the classroom. Its very presence has a softening, refining influence over the roughest nature.

In speaking of the care of the building I am pleased to

report that it is kept clean, so far as sweeping is effective in the matter. I am convinced that school floors should be thoroughly washed and school walls carefully brushed much oftener than is now the case. If we consider the amount of passing in and out in all kinds of weather that goes on at our schoolhouses it will become evident that the matter of thorough cleaning should have much more attention. The best of sweeping only changes the location of much of the dirt that thorough washing removes. In proof of this statement we have only to glance at the school furniture after a sweeping.

The need of more generosity in supplying the teachers with the materials such as I have described in my former recommendations is still as pressing as ever. It may be economy to limit the teachers in the quantity of paper used, but do the practical results of this economical system prove that a larger quantity and a better quality of work have been accomplished by the school?

In my last report I called your attention to the unsatisfactory condition of the furnaces. Is it considered safe to have the coal gas escaping into the rooms? It seems to me that the welfare of the pupils of the William M. Thayer School is of sufficient importance to warrant an immediate investigation.

Respectfully submitted,

ISABEL M. REILLY.

SCHOOL STATISTICS FOR HALF-YEAR CLOSING JAN. 31, 1900.

The reduction in period reported is occasioned by a change in the State law.

SCHOOL.	NAMES OF TEACHERS.	Whole Number of Pupils Enrolled.	Average Number of Pupils belonging.	Average Daily Attendance.	Number of Tardinesses.	Number of Visitors.
Horace Mann....	Ernest D. Daniels.....	158	143.20	137.0	31	63
	Grace C. Whiting.....					
	Ruth E. Hubbard.....					
	Clara E. Ham.....					
	Anne L. Judd.....					
	Frances E. King.....					
	Frank H. Wilkins... ..					
Win. M. Thayer..	Isabel M. Reilly.....	51	47.10	44.7	3	28
	Charles F. Frazer.....	52	46.96	42.8	15	28
	Lucy B. Connor.....	61	46.80	43.2	17	34
	Alice H. Fernald.....	50	37.30	33.5	33	37
Nason.....	Theresa D. Lewis.....	52	44.20	41.5	11	21
	Pearl L. Jacobs.....	57	46.97	44.7	20	24
	Lucy E. Tower.....	35	34.40	29.5	17	16
Brick.....	Rebecca Dunning.....	32	27.40	24.9	16	24
Four Corners....	Bertha H. Hood.....	54	37.50	34.3	17	96
Arlington	Margaret M. Sullivan.....	51	39.50	36.1	30	24
City Mills.....	Mary E. Bright.....	22	18.40	14.3	16	13
Unionville.....	Bertha E. Ellis.....	33	27.40	24.0	6	50
	Totals.....	708	597.13	550.5	232	458
	Percentage of attendance, 92.2.					
	<i>Special Instructors.</i>					
	Mrs. Lizzie Treen Hosmer.....	Music				
<i>Districts</i>	Miss Adra R. Mason.....	Art				
<i>Transported.</i>	<i>Drivers.</i>					
Mount	Alfred F. Everett.....					
North Franklin..	Ed. P. Proctor.....					
South Franklin..	John H. Tyler.....					

COURSE OF STUDY FOR THE HORACE MANN SCHOOL.

FIRST YEAR.	SECOND YEAR.	THIRD YEAR.	FOURTH YEAR.	FIFTH YEAR.	SIXTH YEAR.	SEVENTH YEAR.
English Language Grammar Literature Spelling	English Grammar Literature Spelling	English History Greek & Roman till A. D. 800	English History Mediaeval	Rhetoric History English	Literature History United States Civics	Electives from previous years.
History United States	History United States Citizenship	Manual Training	Manual Training			
Sciences Geography Physics	Sciences Physiology Chemistry	ELECTIVES.	ELECTIVES.	ELECTIVES.	ELECTIVES.	
Mathematics Arithmetic Geometry	Mathematics Arithmetic Algebra	Music Drawing Elocution	Music Drawing Elocution	Music Drawing Elocution	Music Drawing Elocution	
Nature Observation Manual Training Music	Nature Observation Manual Training Music	Algebra	Geometry	Manual Training Household Economy	Manual Training Household Economy	
Penmanship Drawing Physical Exercise	Penmanship Drawing Physical Exercise	German Latin	French Greek Latin	French Greek Latin	French Greek Latin Sciences Physics	
Electives Latin or German	Sciences Ph. Geography Zoology	Sciences Ph. Geography Zoology	Sciences Mineralogy Geology Botany	Sciences Astronomy Chemistry	Commercial Industry Arithmetic Geography Law Economics Stereography Typewriting Mathematics Reviewed Solid Geometry Trigonometry.	

P R O G R A M M E
OF THE
COMMENCEMENT EXERCISES OF HORACE MANN HIGH SCHOOL,
CLASS OF '99,
MORSE OPERA HOUSE, WEDNESDAY EVENING, JUNE 21, 1899.

ORDER OF EXERCISES.

- March,
CARRIE C. MASON.
- Song, "On the Wings of the Morning," *from "Weber's Preciosa"*
CHORUS.
- Prayer,
REV. DWIGHT M. HODGE.
- Salutatory,
ELLEN D. WOODWARD.
- Essay, "Advantages of a Preparation for Business,"
SARA B. COCHRANE.
- The Spring Wild Flowers of Franklin,
LILLIE M. CHILSON.
- Essay, "Glimpses of Roman Life in the Augustan Age,"
HARRIET M. SULLIVAN.
- Song, "O Hark! the Merry Sound," *Arr. by H. A. MacDonald*
CHORUS.
- Some of the Newer Developments in Chemistry,
With experiments by CLARA E. NIXON.
- Class Prophecy, "From the Object,"
EMMA J. HOLMES.
- Reading, "The Bishop and the Caterpillar,"
GERTRUDE M. ROSE.
- "With Raphael," *Illustrated with Stereopticon*
ELLEN D. WOODWARD.
- Interlude, Piano Solo, *Selected*
CARRIE C. MASON.
- Valedictory,
CLARA E. NIXON.
- Presentation of Diplomas,
DR. A. J. GALLISON.
- Song, "The Cuckoo Calls Us," *Adam Geibel*
- Benediction,
REV. DWIGHT M. HODGE.

BE TRUE.

CLASS OF 1899.

CLASSICAL COURSE.

Emma Josephine Holmes,
Clara Elizabeth Nixon,
Gertrude May Rose,
Harriet Margaret Sullivan,
Ellen Dale Woodward,
* Anna Theresa Kelley.

SCIENTIFIC COURSE.

Lillie May Chilson.

COMMERCIAL COURSE.

Sara Bentley Cochrane.

* Partial Course.

TRUANT OFFICERS' REPORT.

FRANKLIN, MASS., Feb. 1, 1900.

TO THE SCHOOL COMMITTEE:

During the year ending January 31, 1900, we have attended to thirty-five (35) cases of absence from school coming to our notice. No arrests have been made. In the more aggravated cases, with few exceptions, we believe the parents are more at fault than the children, either from indifference or failure to comprehend the injury to the child caused by non-attendance at school.

Respectfully submitted,

SILAS W. NICKERSON,
NELSON E. NEWEL,
Truant Officers.

